



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 3

Test Date: March 2009
Code: 12461691
SAU: MSAD 52
School: Leeds Central School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores	2
Summary of Student Participation	3
English Language Arts – Reading Results	4-6
Mathematics Results	7-9

SUMMARY OF SCORES

Test Date: March 2009

Grade: 3

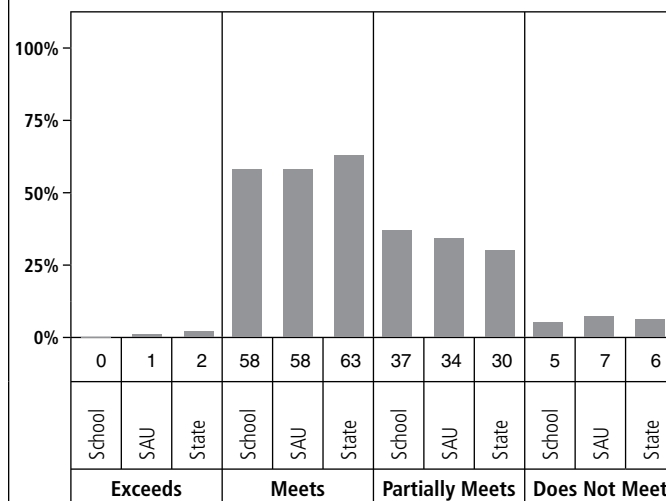
SAU: MSAD 52

School: Leeds Central School

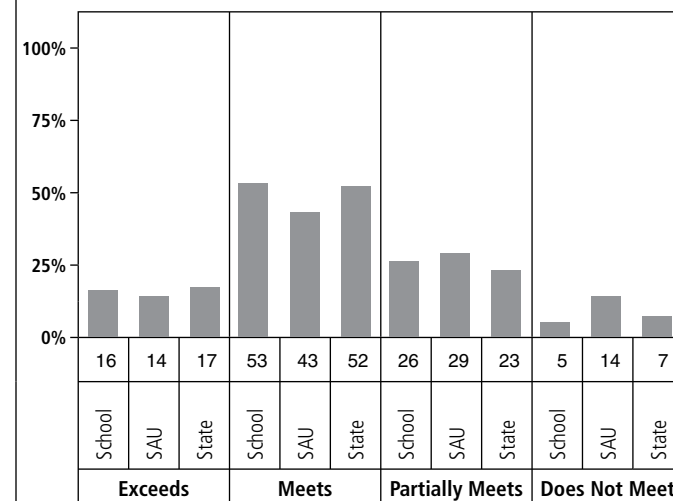
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	343	342	345
2007–2008	339	341	344
2008–2009	344	343	345
Cum. Avg.*	341	342	345
Mathematics			
2006–2007	347	343	347
2007–2008	338	343	347
2008–2009	347	343	348
Cum. Avg.*	343	343	347

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 3
SAU: MSAD 52
School: Leeds Central School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	19	100	145	100	13763	100	19	100	145	100	13691	100	19	100	145	100	13691	100						
Ethnicity African American/Black	0	0	1	1	416	3	0	0	1	100	412	99	0	0	1	100	414	100						
American Indian or Native Alaskan	0	0	0	0	102	1	0	0	0	0	101	100	0	0	0	0	101	100						
Asian or Pacific Islander	0	0	0	0	232	2	0	0	0	0	226	97	0	0	0	0	227	98						
Hispanic	0	0	1	1	167	1	0	0	1	100	164	98	0	0	1	100	164	98						
Caucasian/White	19	100	143	99	12846	93	19	100	143	100	12788	100	19	100	143	100	12785	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	6	32	31	21	2414	18	6	100	31	100	2388	100	6	100	31	100	2388	100						
Current LEP	0	0	1	1	420	3	0	0	1	100	413	98	0	0	1	100	417	99						
Economically disadvantaged	8	42	47	32	5887	43	8	100	47	100	5847	100	8	100	47	100	5846	100						
Migrant	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	16	84	130	90	10316	75	16	84	131	90	10355	75						
Identified disability (PET/IEP)	3	19	17	13	437	4	3	19	18	14	445	4						
LEP	0	0	0	0	192	2	0	0	0	0	193	2						
504 plan	0	0	1	1	83	1	0	0	1	1	83	1						
Participation with accommodations	3	16	12	8	3179	23	3	16	12	8	3152	23						
Identified disability (PET/IEP)	3	100	11	92	1757	55	3	100	11	92	1759	56						
LEP	0	0	1	8	214	7	0	0	1	8	219	7						
504 plan	0	0	1	8	63	2	0	0	1	8	64	2						
Other	0	0	0	0	1192	37	0	0	0	0	1157	37						
Participation through alternate assessment (PAAP)	0	0	3	2	194	1	0	0	2	1	184	1						
Identified disability (PET/IEP)	0	0	3	100	194	100	0	0	2	100	184	100						
LEP	0	0	0	0	5	3	0	0	0	0	5	3						
504 plan	0	0	0	0	1	1	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0												
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	21	0						
Non-participation – other	0	0	0	0	53	0	0	0	0	0	51	0						

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 3
SAU: MSAD 52
School: Leeds Central School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 362–380)	2006-2007	0	0	1	1	332	2
	2007-2008	0	0	0	0	227	2
	2008-2009	0	0	1	1	262	2
	Cum. Total*	0	0	2	0	821	2
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 342–360)	2006-2007	11	55	83	53	8691	63
	2007-2008	14	44	67	49	8403	62
	2008-2009	11	58	83	58	8500	63
	Cum. Total*	36	51	233	53	25594	63
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 332–340)	2006-2007	8	40	56	36	3781	27
	2007-2008	10	31	52	38	4018	30
	2008-2009	7	37	48	34	3985	30
	Cum. Total*	25	35	156	36	11784	29
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 300–330)	2006-2007	1	5	16	10	1021	7
	2007-2008	8	25	19	14	938	7
	2008-2009	1	5	10	7	748	6
	Cum. Total*	10	14	45	10	2707	7

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	46	100	27.6	60.0	26.8	58.3	28.3	61.5
A1/A2 Interconnected Elements/Literary Text	32	70	20.3	63.4	19.2	60.0	19.9	62.2
A1/A3 Interconnected Elements/Informational Text	14	30	7.3	52.1	7.6	54.3	8.4	60.0

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
Grade: 3
SAU: MSAD 52
School: Leeds Central School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	19	0	0	11	58	7	37	1	5	344	142	1	58	34	7	343	13495	2	63	30	6	345
Ethnicity																						
African American/Black	0										1						402	0	40	41	18	339
American Indian or Native Alaskan	0										0						99	0	64	31	5	343
Asian or Pacific Islander	0										0						222	4	63	25	8	345
Hispanic	0										1						162	0	51	38	10	342
Caucasian/White	19	0	0	11	58	7	37	1	5	344	140	1	59	34	6	343	12610	2	64	29	5	345
Not Reported	0										0						0					
Identified disability																						
Yes	6	0	0	1	17	4	67	1	17	337	28	0	29	39	32	336	2194	0	32	50	18	338
No	13	0	0	10	77	3	23	0	0	347	114	1	66	32	1	344	11301	2	69	26	3	346
Current LEP																						
Yes	0										1						406	0	39	41	20	339
No	19	0	0	11	58	7	37	1	5	344	141	1	59	34	6	343	13089	2	64	29	5	345
Economically disadvantaged																						
Yes	8	0	0	4	50	4	50	0	0	344	46	0	48	46	7	341	5721	1	52	39	9	342
No	11	0	0	7	64	3	27	1	9	344	96	1	64	28	7	343	7774	3	71	23	3	346
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	19	0	0	11	58	7	37	1	5	344	142	1	58	34	7	343	13489	2	63	30	6	345
Gender																						
Female	9	0	0	7	78	2	22	0	0	348	75	1	63	29	7	344	6568	3	67	26	4	346
Male	10	0	0	4	40	5	50	1	10	340	67	0	54	39	7	341	6927	1	59	33	7	343
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										1						2300	0	39	49	11	340
No	19	0	0	11	58	7	37	1	5	344	141	1	58	34	7	343	11195	2	68	25	4	345
Gifted/talented program																						
Yes	0										0						155	11	87	2	0	354
No	19	0	0	11	58	7	37	1	5	344	142	1	58	34	7	343	13340	2	63	30	6	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 3

SAU: MSAD 52

School: Leeds Central School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	5 74 21 0	0 0 0 0	0 0 0 0	1 7 3	100 50 75	0 6 1	0 43 25	0 1 0	0 7 0	344 343 347	4 79 13 4	0 1 0 0	33 61 67 20	50 35 28 20	17 4 6 60	336 344 341 333	5 80 13 3	1 2 2 1	44 66 61 36	39 28 32 45	16 4 6 18	340 345 344 339
Which of the following best describes how you rate yourself as a student in reading? A. very good B. good C. fair D. poor	32 47 11 11	0 0 0 0	0 0 0 0	3 5 2 1	50 56 100 50	3 3 0 1	50 33 0 50	0 1 0 0	0 11 0 0	344 343 350 340	47 41 9 3	2 0 0 0	67 53 46 50	30 35 46 50	2 12 8 0	345 341 341 341	47 41 9 2	3 1 0 0	68 62 51 30	24 31 41 51	4 5 8 19	346 344 342 338
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading? A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	47 42 11 0	0 0 0 0	0 0 0 0	2 7 2	22 88 100	6 1 0	67 13 0	1 0 0	11 0 0	340 347 347	36 44 16 4	2 0 0 0	52 73 39 40	42 26 39 40	4 2 22 20	343 345 339 340	31 49 14 6	3 2 1 0	63 68 53 43	28 26 39 43	6 3 7 14	345 345 342 340
How hard was the reading part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	21 58 21	0 0 0	0 0 0	2 6 3	50 55 75	2 4 1	50 36 25	0 1 0	0 9 0	341 344 346	15 53 32	0 1 0	43 59 64	38 35 31	19 4 4	339 344 344	18 57 25	1 2 1	50 68 61	38 26 31	11 3 6	342 346 344
How hard were the reading passages on this test? A. Most of the passages were harder than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.	16 42 42	0 0 0	0 0 0	2 5 4	67 63 50	1 3 3	33 38 38	0 0 1	0 0 13	345 345 342	11 44 45	0 2 0	67 48 67	27 46 25	7 5 8	343 342 344	15 48 37	0 2 3	38 66 70	48 29 23	14 4 4	340 345 347
How much time do you spend reading at home each day? A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	21 37 11 32	0 0 0 0	0 0 0 0	2 4 1 4	50 57 50 67	2 3 1 1	50 43 50 17	0 0 0 1	0 0 0 17	345 345 343 342	24 52 14 9	0 0 5 0	74 56 45 54	24 40 35 31	3 4 15 15	346 343 340 340	22 46 18 14	3 2 1 0	67 68 56 50	25 26 36 40	4 4 8 10	346 346 343 341
How many pages do you read in school and to complete homework assignments? A. five or fewer pages B. six to ten pages C. eleven or more pages	21 32 47	0 0 0	0 0 0	2 3 6	50 50 67	2 2 3	50 33 33	0 1 0	0 17 0	343 342 345	20 26 54	4 0 0	56 57 62	37 31 34	4 11 4	343 342 343	29 21 50	1 2 3	56 62 68	36 31 25	7 5 5	343 344 346
Optional school/SAU question A. B. C. D.	0 0 0 0										17 33 33 17	0 0 0 0	0 0 50 0	100 100 0 100	0 0 50 0	336 332 336 336						

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 3
SAU: MSAD 52
School: Leeds Central School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 362–380)	2006-2007	1	5	12	8	1985	14
	2007-2008	1	3	14	10	2277	17
	2008-2009	3	16	20	14	2328	17
	Cum. Total*	5	7	46	11	6590	16
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 342–360)	2006-2007	12	60	76	49	6990	51
	2007-2008	12	38	60	43	6764	50
	2008-2009	10	53	62	43	7045	52
	Cum. Total*	34	48	198	45	20799	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 326–340)	2006-2007	6	30	49	31	3673	27
	2007-2008	13	41	47	34	3504	26
	2008-2009	5	26	41	29	3137	23
	Cum. Total*	24	34	137	31	10314	25
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 300–324)	2006-2007	1	5	19	12	1193	9
	2007-2008	6	19	17	12	1044	8
	2008-2009	1	5	20	14	997	7
	Cum. Total*	8	11	56	13	3234	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	48	100	31.1	64.8	28.7	59.8	31.5	65.6
A. Number	20	42	13.0	65.0	11.5	57.5	12.8	64.0
B. Data	8	17	6.2	77.5	5.7	71.3	6.1	76.3
C. Geometry	8	17	4.8	60.0	5.0	62.5	5.5	68.8
D. Algebra	12	25	7.2	60.0	6.4	53.3	7.1	59.2

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 3
 SAU: MSAD 52
 School: Leeds Central School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	19	3	16	10	53	5	26	1	5	347	143	14	43	29	14	343	13507	17	52	23	7	348
Ethnicity																						
African American/Black	0										1						407	7	37	32	24	338
American Indian or Native Alaskan	0										0						99	7	47	38	7	344
Asian or Pacific Islander	0										0						223	25	45	24	7	350
Hispanic	0										1						162	6	44	35	15	341
Caucasian/White	19	3	16	10	53	5	26	1	5	347	141	14	44	28	13	344	12616	18	53	23	7	348
Not Reported	0										0						0					
Identified disability																						
Yes	6	0	0	2	33	4	67	0	0	339	29	3	31	34	31	334	2204	6	36	36	22	338
No	13	3	23	8	62	1	8	1	8	351	114	17	46	27	10	346	11303	19	55	21	4	350
Current LEP																						
Yes	0										1						412	7	37	35	21	339
No	19	3	16	10	53	5	26	1	5	347	142	14	44	29	13	344	13095	18	53	23	7	348
Economically disadvantaged																						
Yes	8	1	13	4	50	3	38	0	0	346	47	6	43	34	17	339	5727	10	48	31	12	343
No	11	2	18	6	55	2	18	1	9	348	96	18	44	26	13	345	7780	23	55	18	4	351
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	19	3	16	10	53	5	26	1	5	347	143	14	43	29	14	343	13501	17	52	23	7	348
Gender																						
Female	9	1	11	6	67	1	11	1	11	348	75	15	39	31	16	343	6568	16	52	24	8	348
Male	10	2	20	4	40	4	40	0	0	347	68	13	49	26	12	344	6939	18	53	22	7	348
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										1						2300	4	43	39	14	340
No	19	3	16	10	53	5	26	1	5	347	142	14	43	29	14	343	11207	20	54	20	6	350
Gifted/talented program																						
Yes	0										0						155	73	26	1	0	368
No	19	3	16	10	53	5	26	1	5	347	143	14	43	29	14	343	13352	17	52	23	7	348

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 3

SAU: MSAD 52

School: Leeds Central School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	5	0	0	0	0	1	100	0	0	338	4	0	17	50	33	331	5	9	38	32	21	340
B. less than one hour	74	3	21	7	50	3	21	1	7	346	79	17	43	28	12	345	80	19	54	22	5	349
C. one to two hours	21	0	0	3	75	1	25	0	0	353	13	6	56	28	11	344	13	16	51	24	9	347
D. more than two hours	0										4	0	20	20	60	322	3	6	31	39	24	337
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	42	2	25	4	50	2	25	0	0	349	42	23	54	16	7	349	40	25	51	17	7	351
B. good	47	1	11	5	56	2	22	1	11	347	47	11	39	33	17	342	45	14	56	24	6	348
C. fair	0										4	0	20	60	20	337	12	7	49	34	10	343
D. poor	11	0	0	1	50	1	50	0	0	339	8	0	18	45	36	329	3	3	35	43	20	337
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	56	1	10	7	70	2	20	0	0	348	41	24	47	24	5	349	38	23	52	19	5	351
B. They match some of what I have learned.	33	1	17	2	33	2	33	1	17	344	43	9	48	22	21	341	45	16	56	22	6	348
C. They match just a little of what I have learned.	11	1	50	0	0	1	50	0	0	353	10	15	15	62	8	342	12	10	45	33	12	343
D. There is no match.	0										7	0	22	33	44	330	5	5	35	38	22	338
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	12	0	0	0	0	2	100	0	0	335	15	0	5	68	26	330	17	8	45	34	13	342
B. about the same as my regular schoolwork	41	0	0	5	71	1	14	1	14	343	60	14	46	22	18	344	59	19	55	21	5	350
C. easier than my regular schoolwork	47	3	38	3	38	2	25	0	0	353	25	27	45	24	3	350	24	20	51	21	8	349
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	11	0	0	1	50	1	50	0	0	338	10	0	15	46	38	331	15	8	41	35	15	341
B. 30–45 minutes	50	2	22	5	56	1	11	1	11	350	39	16	51	22	10	346	29	16	54	23	6	348
C. 45–60 minutes	33	1	17	4	67	1	17	0	0	349	34	23	42	26	9	348	32	21	55	19	5	350
D. more than 60 minutes	6	0	0	0	0	1	100	0	0	338	16	10	40	30	20	339	25	21	53	20	6	350
How often do you use calculators in mathematics class?																						
A. almost every day	11	0	0	1	50	1	50	0	0	338	8	0	36	45	18	335	6	6	33	39	23	337
B. two or three days a week	0										16	9	45	14	32	341	12	15	55	22	8	348
C. two or three times each month	47	1	11	4	44	3	33	1	11	345	30	19	42	28	12	346	26	20	56	19	5	350
D. never or almost never	42	2	25	5	63	1	13	0	0	351	46	15	45	31	9	344	56	18	52	23	7	348
How often do you use hands-on materials in mathematics class?																						
A. almost every day	68	3	23	7	54	2	15	1	8	348	38	17	45	28	9	345	37	14	51	27	9	346
B. two or three days a week	11	0	0	1	50	1	50	0	0	344	30	14	42	28	16	343	27	20	55	19	6	350
C. two or three times each month	0										18	12	44	28	16	342	19	22	53	19	6	350
D. never or almost never	21	0	0	2	50	2	50	0	0	344	14	10	40	30	20	342	18	15	51	26	8	347
Optional school/SAU question																						
A.	0										17	0	0	0	100	324						
B.	0										33	0	0	50	50	326						
C.	0										33	0	0	50	50	323						
D.	0										17	0	100	0	0	354						